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ABSTRACT

Prepared by teachers in a summer course, this handbook presents brief descriptions of various aspects of reading instruction and related lesson plans and class activities. Sections of the handbook discuss reading a, word recognition, word meaning/vocabulary, comprehension, and reading in the content areas. The handbook also offers brief biographies on Emmett Betts, Morton Botel, Jeanne Sternlicht Chall, William Edward Dolch, Roger Farr, Kenneth S. Goodman, William Scott Gray, Walter Harold MacGinitie, and Romalda Spalding. A list of Newbery medal books from 1922 to 1995, a form to evaluate a reading teacher, a list of reading tests, a graph for estimating readability, and a list of 20 books and 15 periodicals for reading professionals are attached. (RS)

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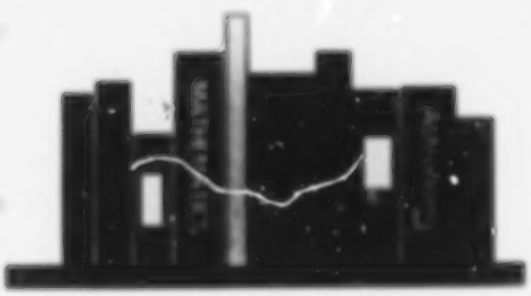
ACCENTUATING LITERACY TODAY: A READING CONSULTANT'S HANDBOOK



Curriculum and Supervision of Reading Class
Summer Session, 1996

Northeast Louisiana University
College of Education

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TITLE PAGE

Accentuating Literacy Today: a reading consultant's handbook

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Readiness

Instruction in reading at the readiness level provides the foundation for literacy. Without it, children are left void of background experiences necessary to build the wonderful realm of reading.

The concept of reading is debatable. In recent years it has been discussed whether to teach reading in preschool and kindergarten. One side argues that the emphasis should be limited to socialization, which teaches children social responsibilities associated with school behavior. The major instructional activity is playlike and it is expected that children will learn reading goals engaging in socialization activities. The other side says that preschool children can and want to learn to read. Schooling at this level should emphasize formal, systematic reading instruction.

Readiness level includes preschool, kindergarten and first grade. Most are not reading, but preparing to do so. To learn attitude, process, and content goals (developed through a literate environment), oral language activities are generally used. Emphasis in writing is preliterate writing. Students use their individual, nonstandard language system to create and share written messages. Preliterate writing, which includes language experiences and pretend writing, is an important part of learning to write. Young children enjoy doodling. They describe squiggles on a page as a "story I have written". The teacher can use these activities to build important concepts about writing, what people use it for, and

how it works, as well as to build positive feelings toward reading and writing.

For the success of preschool and kindergarten programs, a strong literate environment is paramount. This station should create an atmosphere of motivating students to engage in representative literacy activities. This physical environment must include tangible evidence of the seriousness of communication, which emphasizes listening, reading, picture books, writing and language experience stories. A literate environment creates an atmosphere, activities, and interactions that preschool and kindergarten associate with literacy.

Literacy becomes visible when students engage in important and exciting tasks involving sharing, cooperation and collaboration. They also participate in language experience activities, where teach students about convention of print, vocabulary, word recognition strategies, and stories and simple text.

During the readiness stage, the major instructional approach is language experience. When students engage in collaborative writing based on common experiences, several reading concepts are highlighted: communication function of written language, the writer-reader relationship, and the relationship among listening, speaking, reading. To build positive feelings for readiness learning, real text must be meaningful, exciting, and satisfying.

The readiness stage is actually a broad introduction to

language, which should involve speaking and listening. This is not the "book learning" associated with a basal text, but a structured learning environment that broadly emphasizes communication. Children cannot read at this level; therefore, communication is mostly oral with defined attention on speaking and listening.

Content goals focus on listening to teachers and other readers read text for functional and recreational purposes. Process goals stress the operation of comprehension in listening situations, and positive attitudes toward reading are often developed as students listen to good children's literature. The written text is advanced through language experience stories, and reading skills focus on student's awareness of print and the graphic nature of reading.

The outcomes of attitude goals include concept about reading and positive responses to reading. Routine skills, vocabulary, word recognition, metacognitive strategies, initiating strategies, during-reading strategies, monitoring strategies, fix-it strategies, post-reading strategies, organizing strategies, and evaluating strategies are the components of process goals. Recreational and functional reading increases content goals. Activities that promote these outcomes are included under a separate heading.

The instructional day of preschool and kindergarten have the most distinctive characteristics for three reasons: First, public preschool and kindergarten are full day classes as opposite the half-day classes during the latter '80s. In

terms of planning for individual growth, more preparation time is required for preschool and kindergarten teachers than for teachers at the higher levels.

Instruction at this level consists of playlike activities. Children cannot read and their social behavior associated with traditional school is not yet appropriate; a teacher can't give them standard seatwork tasks that require independence and good work habits. Shorter activities, most of which are fun, story experiences, games and creative drama must replace basal reading.

The absence of designated periods of reading, mathematics, and social studies is the distinguishing third characteristic. These subjects are taught at this level, but the allocated instructional time is divided with activities (manipulative objects, animals, blocks, art and the likes), with each activity accommodating reading, mathematics, social studies and science. These activities allow for brisk pacing to satisfy the curriculum and short attention spans.

Reading instruction at the preschool, kindergarten, and first grade levels provides the necessary foundation for literacy. A balance of formal reading and socialization is required to establish excellent reading habits.

What children learn to become greatly depends on the foundation formed during the early school years. Their love or dislike for reading and other curriculum areas is the background for extended career goals. A love and desire of reading will do much to communicate positive literacy.

ACTIVITIES

Develop Attitude Goals:

1. Using the special kinds of animals of adventure stories that children are interested in, encourage them to collect or print words essential for reading and enjoying their particular interests. List these words in a special book to develop positive responses toward reading.
2. Show pictures of some of the same things your students draw, such as a dog or an airplane. Say, "These pictures tell a story. Do you know what this picture is?" Call on a child as you point to the picture. After the correct response is elicited, ask another child. "What is this picture?" When all the picture details have been discussed, ask more general questions, such as, "What do you think they are doing? Have you ever seen an airplane land? Where did you see it? ' anyone you know on it?" These questions help students develop the concept that pictures and words convey information.
3. Feltboard characters provide an excellent vehicle for storytelling. Using a feltboard and teacher or student-made characters from books, have students talk about the book they have read. This develops positive attitudes about reading.

DEVELOP CONTENT GOALS:

1. Use instructional display boards to show all the enjoyable elements of books such as adventure, excitement, and laughter.

2. Use puppets to act out information that has been read to students.
3. Place interesting pictures with an explanatory word or two about them in very simple language on the display board. You may also use colorful book jackets from children's books, which develop the understanding that reading is recreational.

DEVELOP PROCESS GOALS:

1. Cut an oak tag into cards of handy size, such as 3" by 5", and have students paste on them pictures cut from old books, magazines, and newspaper. Under each picture print the word or phrase that tells about the picture and print the same word on the reverse side of the card. This helps students associate print symbols with pictures (language convention).
2. Show a picture to a group and have students discuss either the main idea, the figure in the foreground or background, or the colors. Occasionally ask specific questions, such as, "What is the little boy holding in his hands? Where do you think he is going?". Some students may be able to make up a short story of two or three sentences about the picture, while others listen for the sequence of ideas. This helps students develop comprehension.
3. Have students bring to class pictures cut from magazines, with each picture or series of pictures showing something that has the same sound at the beginning, end, or middle. this develops readiness for phonics (linguistic units).

Doing Things Together: The Key to Readiness

When parents in a community think about helping their children arrive at school ready to learn, they may want to know about a report from the University of Illinois indicating that reading aloud to children is the single most important activity contributing to children eventual success in reading. And reading, as we know, is itself the key to almost every form of learning.

An award-winning article in Parent's Magazine points out that we begin talking to our babies from the day they are born-why not begin reading to them too? Infants naturally love the rhythm and rhyme of Mother Goose, even if they do not yet grasp the meaning. Regular reading encourages close bonding between parent and child; and children who are read to are far more likely to become readers themselves. With a little effort, regular reading can become a hard habit to break.

Many communities are working to help families develop the habit. The Elgin, Illinois, YWCA helps parents and children in its town learn to read together. With financial assistance from the Barbara Bush Foundation for Family Literacy, the YWCA hosts preschool and adult literacy classes, followed by sessions where parents read to their children and do crafts and other activities with them.

America's Education Goals 2000: Readiness (Part 1)

Johnnye R. Girtmon

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Additional Activities:

Developing Attitudes Goals	pgs. 262 - 263
Developing Content Goals	pg. 278
Developing Process Goals	pgs. 270 - 273
Developing Reading-Writing	pgs. 281 - 282
Developing Language Experiences	pg. 261
Developing Language Mode	pg. 279

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Johnnye Girtmon

WORD RECOGNITION

Word recognition refers to the child's ability to recognize a word and its meaning in a particular context. Word recognition involves a number of techniques: the use of sight words, the use of phonetic analysis, the use of structural analysis, the use of context, and the use of the dictionary.

Word recognition skills are those methods or techniques used by readers to identify, to pronounce, or to recall words. Before the reader can attach meaning to a word, he must be able to identify it. Learning to read and being able to read requires word recognition skills.

When children cannot identify words accurately and automatically, they usually have difficulty reading fluently. This further hinders their ability to read with understanding the great variety of texts of increasing difficulty, and to react to them with more advanced cognitive and affective responses. (1)

To teach word recognition the teacher must know some principles of teaching this skill: (1) have an idea of the sequence; (2) learn some basic techniques for teaching it. There are four major areas to be considered when instruction of word recognition is in process. (1) context, (2) phonetic analysis, (3) structural analysis, and (4) comprehension.

Teaching word recognition should:

1. Proceed from the familiar to the unfamiliar a step

at a time.

- learn names for actual objects
- associate a name with a picture of an object
- recognize a name in print in conjunction with a pictured object
- recognize the printed word alone

This sequence goes from a sensori-motor-perceptual type of experience to symbols to represent the experience.

2. Move from dependent on the teacher to independent. First, tell student the whole word, then give hints, and finally let the student figure out the word from the variety of techniques he/she may have learned.
3. Teach a variety of ways to recognize a word. Each technique breaks down or is inadequate because no one technique applies to all words in the English language. Therefore the skilled reader must learn to use a variety of techniques, and he must also learn to adjust from one to the other.
4. Introduce new words/techniques gradually with adequate repetition so that the learner has a growing feeling of mastery. It is estimated that the average individual requires about 38 repetitions to recognize a new word quickly and accurately.
5. Use an interesting way of having individual practice recognizing new words. The most interesting way is to have the individual do a lot of reading in which

he is likely to use the new words. (4) A list of words that most pupils should know is the Dolch List.

6. The individual needs drill in a variety of ways.
7. A student's knowledge of progress is extremely important.
8. In each lesson, try to maximize the probability of success. Individuals who have experienced failure are extremely sensitive to further failure.
9. From the very beginning, consult with others who teach the student. Obtain valuable suggestions and even materials for helping the individual.
10. For developmental or corrective reading instruction, it is necessary to follow a sequence for teaching word recognition. Types of word recognition techniques can be grouped into overlapping categories: predominantly visual clues, emphasis on meaning, and mainly analytical procedures.

Word analysis is the analization of a word to arrive at its pronunciation. Word analysis is performed by structural and/or phonetic analysis. Word analysis is a part of word recognition and is important in developing independent readers. Word analysis has limiting qualities in such that it can lead to incorrect word pronunciation because of its logical analysis.

Structural and Phonetic Analysis are the two major types of Analytical Techniques.

1. Included in structural analysis are the following:

a. compound and hyphenated words

b. root words

c. contractions

d. syllabication

"Sounding out" words or the application of phonetic principles to the recognition of new words is useful for about 80 to 85 percent of words. (2)

The ultimate aim of the reading program in relation to word recognition ability, should be the spontaneous recognition of virtually every word.(3) Accompanying this ability should be a variety of word analysis skills to unlock the few unrecognized words which we encounter from time to time.

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Sarah Cain-McDaniel

PRIMARY
WORD RECOGNITION

"CLASSIFICATION of WORDS"

OBJECTIVE: The purpose of this activity is to have the children use their thinking abilities to recognize words.

TIME NEEDED: 25-30 minutes

MATERIALS NEEDED: one poster board, 12"x 18"; 3"x 5" note cards
two pieces of colored construction paper, 9"x 12"
scissors, paste, felt tip pens, old magazines with pictures

PREPARATION:
1. Go through the magazines and cut out an assorted collection of pictures of objects which could be grouped by several classifications. For example: transportation, shelter, work, farm, city, sports.
2. With a ruler, line off the 12"x 18" poster board into two vertical columns. Make the line 9 inches from the left edge. Then mark two horizontal lines on the poster board. Mark these lines at 4" and 8". Your poster board is now lined off into 6 rectangles.
3. Cut each piece of colored construction paper into three pieces 4"x 9". Paste the construction paper to each rectangle leaving an opening at the top of each colored sheet to form a pocket. Print a classification on each colored pocket.
4. Mount pictures on 3"x 5" cards and print the word for each on the back of the card.

ACTIVITY DIRECTIONS: Place the mounted pictures in a stack on a table beside the poster board. Ask the child to select a card, study the picture, and then place it in the proper classification pocket at the board.

EVALUATION: When you choose 15 cards at random from the stack, the child will be able to correctly associate all the pictures with their classification.

INTERMEDIATE
WORD RECOGNITION

"WORD BUILDER"

OBJECTIVE: The purpose of this activity is to have the child learn to recognize words through the manipulation of the letter order of the words.

TIME NEEDED: 15 minutes

MATERIALS NEEDED: 2 pieces of oaktag, 8 1/2" x 11"
felt tip pen
paper cutter
coffee can with plastic snap top

Preparation:

1. With the paper cutter, cut the oaktag into 1"x 1" squares.
2. Print letters in the squares with the felt tip pen.
3. Place the squares in the coffee can.

ACTIVITY DIRECTIONS:

1. On the table empty the cards from the can.
2. See how many words the children can make with the letter squares in a period of three minutes.

EVALUATION: The students will be able to pronounce each of words made.

* Taken from "Teacher's Kaleidoscope of Reading Activities" *

H. Miller, C. Thompson, and D. Holloway

EVELYN J. MELTON

READING

VOCABULARY WORD MEANING

Reading can be considered as the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Words have different kinds of meanings. A word's denotive meaning refers specifically to a theory, a quality, an action, or a relationship. The teaching of vocabulary in the past often centered on this level of meaning. "Circle the word that matches the definition." However, from an interactive view of reading, it is more important to focus on the associative meanings of words (connotations). By way of example, the word "farm" may call to mind field, row, fertilizer, plow, barn, and much more. In this way a word is a central point for a chain of images. These complexes of associative meaning constitute a semantic field, which is important in making references and comprehending text (McNeil, p. 113).

Words have the functions of conveying the essential property of an object and relating it to other words in a category. This is the categorical or conceptual meaning of a word. For example, the essential attribute of pet is domestication of fruit, seed enclosure of myth, and conveyed picture of a shared ideal. Different things are categorized as equivalent or similar because they share essential properties. When new words and their referents appear to belong to a known class or category, the reader generalizes from knowledge of the category to the new term. Thus, conceptual meanings become a primary basis for communication and learning. Further, if an author refers to a particular role, and the reader does not grasp the general sense of the word role (expected action in an interactive situation of one in a given position), there is little comprehension. With knowledge of the general meaning of the term, the reader already knows a great deal about the role the author

is talking about, even if the role is an unfamiliar one. The reader knows that the role is not dependent personality, that there are social consequences for departing from the expected action, and that others have a corresponding set of responses to the role. Knowledge of essential attributes of a category and the ability to generalize these properties to particular and novel words in the category make understanding new words possible (McNeil, p. 113-114).

Meaning processing involves predicting, monitoring, and elaborating the author's intended meaning. Visualization is an approach for improving work meanings by suggesting to children that they form mental images of words, relating descriptions with the new word. The predominant focus of instruction is: (Walker, page 313).

1. Processing focus: meaning
2. Instructional phase: before reading
3. Response mode emphasized: nonverbal responses and oral discussion
4. Strategy emphasized: elaboration
5. Skill emphasized: word meaning
6. Source of information: reader-based
7. Type of instruction: reader-based
8. Type of cognitive processing: simultaneous

The procedure for visualization is delineated as follows: (Walker, page 313 - 314)

1. The teacher selects target words from which to develop meanings
2. The students look at a word and then close their eyes
3. The teacher reads a definition and asks the students to form a mental picture of the word
4. The teacher and students discuss their mental pictures
5. In some cases, the students draw their images
6. The students read text that uses and elaborates the targeted words

Hyperlexia refers to the precocious ability for oral reading in certain young children who manifest otherwise significantly delayed language and cognitive development and serious behavioral disorders (Aram and Healy, 1988). The hypothesis that hyperlexic reading depends primarily on visual configurational/logographic representations was not supported by the data. Manipulations which altered or degraded the visual configuration of written words had no effect on reading. The apparent success in reading pseudowords consisting of totally unfamiliar logographic/ configurational patterns also argues against this explanation (Glosser, Roeltgen, and Friedman, p. 3).

Single word oral reading was systematically examined in a six year old with mental retardation, attention deficit disorder and hyperactivity. Reading performances were compared to those of normally developing readers and to those of patients with adult onset alexias. There did not appear to be any independent contribution of semantics to readings, and reading proceeded primarily or exclusively through a direct phonological lexical route (Glosser, Roeltgen, and Friedman, p. 2).

Although direct instruction is widely assumed to be the main source for children's vocabulary development, this assumption has recently been challenged. In the United States, it has been found that children's vocabulary increases rapidly, with an estimated 3,000 or more words added annually between Grades 3 and 9 (White, Power, and White, p. 23). How can children's vocabulary increase so dramatically? Where does the majority of children's word knowledge come from? Research has verified that children are able to learn word meanings incidentally from context during normal reading, and that this is the main source of vocabulary growth (Nagy, Anderson, and Herman, p. 57).

Starting from constructivist assumptions, Anderson and Nagy (1991, 1992) attached the traditional notion that words

have fixed meanings. They argued, instead, that a word's meaning, especially nuance of meaning, depends upon the context of use. From this, Anderson and Nagy reasoned that natural learning of word meaning from context ought to be superior to the learning that could occur from the self-conscious study of words isolated from a meaningful context.

The results were consistent with the assumptions that low-ability American children set a low threshold. Since the children had little knowledge of words they checked as unknown, the probability of learning these words form context was small. They had only partial knowledge of many of the words they checked as known. High ability set a high threshold. The design of the this study licensed a comparison of the patterns of performance across countries, but not a comparison of the absolute levels of performance.

There are many difficulties with vocabulary instruction in elementary schools. Because vocabulary instruction takes so much time and attention, the amount of reading is limited in the classroom.

Readers must be able to synthesize their understanding. There is an increasing need to develop and use a meaning vocabulary or definitional word knowledge.

Iona M. White

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Suggestions for Teaching
Word Meaning and Vocabulary

There are many activities and adaptations that can be utilized to increase vocabulary and improve knowledge of word meaning. Several suggestions are included here.

One basic that works well with vocabulary is to make sure that students know and understand Dr. Dolch's "220 Basic Sight Words". For review and practice, use basic flash cards and small groups of students, choosing a student who knows the words to flash the cards in each group. Then, let everyone play Bingo with the Dolch words in the spaces and small squares of paper to cover them.

Many groups of words can be adapted to Bingo, such as synonyms, antonyms, sports words, holiday words, etc. Make a master form for the game and keep a number of extra copies on hand. Use two to four copies and randomly write in the words desired. Copy enough of these for your class, mount them on slightly larger colored paper or poster board, and laminate them to provide a sturdy set of cards that will last. For quicker construction with varied word lists, fill in three to four forms with your words, copy for the class, and slip one inside a top loading sheet protector for each child.

Assign each student to pick a new word for the day, or week, write it in a small notebook, check the meanings, and use the word correctly often during the day. Students can record sentences used in the notebooks. Be sure to allow a chance for students to read their best sentence.

Create a word puzzle using any group of words. Students can circle the word when they find it.

If students can express themselves orally, they can write a story and read it. Let students write a story based on a picture (copied or drawn), and then read the story to the class or teacher. Let a student dictate a story to someone who writes down exactly what is said, and the student should be able to read it to the class or teacher.

Teach dictionary skills and how to use the pronunciation key. Have a thesaurus available for students' use. Discuss root words, prefixes and suffixes whenever they are used. Write a root word on the chalkboard and add a prefix or suffix. Ask for a volunteer to explain the meaning of the changed word. Have a race to see which student can write at least three more words from each root word on your list first, or can list the most new words using the listed root words.

Play a game of pantomime or a variation of "Concentration". Have each student model or pantomime an emotion or use words describing size, etc. (Teacher can assign or plan cards for students to draw.) Use a thesaurus to choose varied descriptions of the emotion. The other students have to use the correct adjective (angry rather than raging or mad) in order to get a turn.

Barbara B. Fuller

COMPREHENSION

Reading comprehension involves taking meaning to a text in order to obtain meaning from that text ideas. To understand reading comprehension, one should begin by analysing what comprehension involves and how it relates to the entire reading process. An individual may be said to comprehend a text fully when he can: 1) Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning). 2.) Associate meanings, both connotative and denotative, from personal experiences with the printed text (obtain inferential meaning). 3.) Recognize how meanings and/or his perceptions of them fit together contextually. 4.) Make value judgments about, and based on, the reading experience (read critically). In the critical level of comprehension, there is a lot of propaganda.

Smith contends that fluent reading entails two fundamentals skills: (1) prediction of meaning and the "sampling" of surface structure sufficiently to make predictions certain and (2) making the most sufficient use of visual information, which is all the cues to meaning available in the printed text.[2] The ability to decode, or translate printed symbols into understood language is a prerequisite of comprehension.[3]

Children cannot simultaneously give adequate attention to both decoding and comprehension. Once the decoding process is automatic, the reader can give major attention to understanding.[4]

Comprehension is an unobservable process. The reader comprehends by actively constructing meaning internally form interacting with the material that is read.[1]

Successful comprehension involves the reader's discovering the meaning needed to achieve the particular purposes set for, or by him.[2]

The reading material, the total program of reading instruction, the child's own personality, attitudes, interests, motivation, and habits, and his out-of-school environment all influence development of reading comprehension.[3] Among the most significant developments in comprehension research and theory in recent years have been schema theory, which stress the importance of previous experience to reading comprehension, and metacognition, which stress understanding how one thinks about a reading selection.[4] Some ways to develop reading comprehension are story mapping, the cloze method, and SQ3R (Survey, Question, Read, Recite, and Review).

Reading evaluatively is the key to achieving literacy. Each step the reader takes towards flexibility and questioning as strategies and goals in reading comprehension is a step toward reading evaluatively. Evaluation of text is part of a reader's response to what he or she comprehends and represents in his or her interpretation.[5]

The reader's evaluation of a text may vary with all kinds of material. Reading comprehension instruction has evolved from teaching inferential and evaluative thinking. A well-rounded reading instruction program should provide ample time for actual reading, teacher-directed instruction in comprehension techniques, collaborative learning and student-teacher sharing of reading responses.[6]

Reading comprehension centers on the ability to derive meaning from what is read. Without comprehension, a child does not really read. Researchers disagree as to whether comprehension is a single general skill or a competency composed of several differentiated skills.[1] Approaches to developing comprehension are numerous and differ according to length of the passage. Children need to become aware of the basic structural patterns of reading material. This knowledge will help them anticipate and understand the order of elements in their reading.[1]

Phyllis Bromley

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NAME: Simile Search

SKILLS: Interpreting similes

MATERIALS: Chalkboard, chalk, sentence strips, whistle

PROCEDURES: A. Give an example of a simile on the chalkboard. Distribute the sentence trips to the students faced down. (One sentence strip containing a word phrase; one sentence strip containing the word.)

B. At a given signal, the students containing a word phrase should turn their sentence strips over for everyone to see.

C. At a given signal, the students containing a word part should search for the word phrase that would make the simile complete.

List of Similes

Cute as a (button)	Cool as a (cucumber)
Hard as (steel)	Smooth as (silk)
As sly as a (fox)	Busy as a (bee)
Strong as an (ox)	Hungry as a (bear)
Happy as a (lark)	Quiet as a (mouse)
Soft as a (cloud)	Warm as (toast)
Gentle as a (lamb)	White as a (ghost)

VARIATIONS: Give each student a copy of a poem that is filled with figures of speech and have the class compete to see who can "dig up" all the figures of speech first.

This idea was adapted from Teaching Reading by Burns, Roe, and Ross.

You may use a cloze technique for building an understanding of sentence patterns. In this approach, write a mode sentence, omitting a specific type of word, and ask the students to suggest words that fit the position. Such an approach inductively builds knowledge of form classes. The following example may be used to introduce the noun class.

The _____ was in the zoo.

The teacher may ask the children to think of words that would fit in the blank. The children may respond: zebra, monkey, lion, and so forth. The class may read the sentences and discuss the types of words that fit into the blank.

You may also use the cloze technique for other class forms, for example:

Verbs: Susan _____ (ran, walked, limped, hopped) home.

Adverbs: The cat ran _____ (quickly, quietly, rapidly) after the bird.

Adjectives: The _____ (big, small, blue) car was on the street.

The food tasted _____ (good, hot, spicy).

The cloze procedure is sometimes used a strategy for teaching comprehension. In using the cloze procedure, the teacher deletes some information from a passage and asks the students to fill it in as they read, drawing on their knowledge of syntax, semantics, and graphic clues. For example:

The electricity of an electron is called a negative charge. The amount of electrical _____ (1) of one electron is _____ (2). But when millions of _____ (3) move together, their energy _____ (4) great. Sometimes they jump _____ (5) the air from one _____ (6) to another. This heats _____ (7) air.

Answers: (1) energy (2) small (3) electrons (4) is (5) through (6) place (7) the

This idea was adapted from Teaching Reading by Burns, Roe, and Ross.

Reading in the Content Area

The purpose of content area reading is to promote the independent reading skills necessary for the successful completion of course requirements in the various subject areas. To accomplish this, the terms in these areas must be mastered by the individual student. Each subject area has its own unique set of terms and skills. Some of these skills include: word recognition, word meaning, comprehension, word analysis, reading readiness and special reading skills found in the context of the different subject areas. Some content areas that will have special reading skill requirements are: history, physics, biology, geography, science, and music .[1]

The teacher is the key to improving the instruction in the content area. The class objectives must be geared toward the increase of perceptual experiences that will promote the acquiring of verbal abilities, as well as written abilities on the part of the student. This skill development can be obtained through the positive expectations and attitude of the good content area teacher. This teacher must be able to think critically, have a good knowledge of the content area, a positive attitude, good verbal skills and high expectations for each and every student.[2]

Subject area textbooks may be more difficult to read than the regular basal reader, because the vocabulary tends to be more specialized, difficult to pronounce and therefore, harder to understand. The content area books tend to present new material at a rapid rate. The students are sometimes totally unfamiliar with these new terms. The rapid exposure to this new knowledge can lead to great levels of frustration. [3]

According to many learning theories, people will remember new information taught if they can relate it to their previous experiences. The current learning will be

more relevant. These people will have a deep foundation on which to build greater and greater skills and understanding in the content area. Therefore, it's essential to provide students with experiences that will build on the assessed knowledge of the students prior to attempting to present new material.

The content area teacher will need to consider where the students are functioning, the readability level of the material to be taught, mode of presentation, necessary reteaching, and other factors, before beginning the teaching process. It is important that teachers don't make assumptions. Don't assume that students know the subject matter prior to being exposed to it. All subject area teachers need to begin from the beginning of the course.

It is important that teachers teach reading to students everyday. Reading increases the student's awareness of the environment and its demands. Cartoons and drawings are some suggested ways to improve content reading. Humor makes the material more interesting and less threatening. Motivating students to have a positive self-concept and self-confidence results in an increase in reading comprehension. [4]

The first thing the teacher needs to do is to determine whether or not the student can read the textbook. This can be done in several ways. Using the Fry readability test to determine the grade level of the book is one way to decrease the frustration level. The group informal reading inventories is another way to determine whether the student can read the material found in the textbook. This technique is called the on-the-spot approach, because it doesn't require any special materials. The teacher chooses a passage of 1,000 to 1,500 words from the middle of the book, that is representative of the book. The students read the passage silently and answer the questions, or write the main idea or

write a summary. The next idea is the listening capacity test. This test is used to tell the teacher whether the students can comprehend the text's material. Another approach is the informal vocabulary test that is used to determine if the students will have trouble reading the textbook. The Criterion-Referenced Test will assess the individual student's specific needs.

The reading specialist can serve as an important resource for content area teachers. The reading specialist can provide ideas related to the appropriate grade level materials.[2]

Reading in the content area requires thought, objectivity, planning, and patience on the part of the content area teachers. It demands attention, thought and motivation on the part of the students.

Idrol Potter

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Suggested Activities
Content Reading Area

Math--"Reading the Symbols"

Objective: This activity will enable the student to master many symbols used in mathematics.

Materials needed: five pieces of oaktag, twenty plastic potato chips carton tops, coffee can, scissors, felt tip pen and glue.

Math Symbols

>	greater than
<	less than
=	equal
≠	not equal to
+	plus
−	minus

Preparation:

(1) Cut circles from the oaktag paper the same dimension as the plastic carton tops.

(2) Print the list from math symbols on the oaktag. Print the meaning on the reverse side.

(3) Glue the oaktag circles to the carton tops.

(4) Place the symbols in a coffee can.

Directions: (1) Have several students work as a group.

(2) Ask one to select a circle from the coffee can and identify it. If the student is correct, the symbol may be kept.

(3) The next student takes a turn and so on.

Graphics--Map Reading

Objective: To help the student understand how to read and interpret a map.

Materials Needed: "National Geographic" map supplement, eight poster boards 12" x 18", clear contact paper glue, glue and felt tip pen.

Preparation:

(1) Locate an appropriate map from the "National Geographic" map supplement.

(2) Cut the map to measure 9" x 12". Be sure to retain the legend and the most important features of the maps.

(3) Make seven copies of the map or prepare eight maps.

(4) Glue the map to the poster board.

(5) Prepare map reading questions and print on the poster board below the map. Cover the poster board with clear contact paper.

Sample Questions

(1) The capitol city of_____is_____.

(2) The largest seaport is_____.

(3) Three rivers on this map are_____,_____, and_____.

(4) The largest country on thie map is_____.

(5) The distance from_____to_____miles.

(6) The highest elevation is_____.

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Helen I.P. Smith

EMMETT BETTS

Betts was born February 1, 1903, in Elkhart, Iowa. He was married to Thelma Marshall on May 24, 1924. He received his B.S. Degree from Des Moines (Iowa) University in 1925. Between 1928 and 1931, he obtained his M.S. and Ph.D. from the University of Iowa.

In the course of his education, Betts became the school vocational director of Orient, Iowa (1922-1924); a school psychologist; and an elementary principal in Shaker Heights, Ohio (1925-1929). His occupational roster was very prestigious. Betts opened and directed the Betts Reading Clinic in Haverford, Pennsylvania, until 1961.

Prevention and Correction of Reading Difficulties (with Mabel O'Donnell, 1936), Foundation of Reading Instruction (1946), and How to Teach Reading (1963) are only a few of his many books.

Betts was professionally active in many organizations, thus creating the International Council for the Improvement of Reading Instruction (later, the International Reading Association).

Betts has championed the cause of reading instruction based on the reading levels and needs of children as opposed to a static curriculum. His accreditation in education has been recognized and honored over the years.

Sarah Cain McDaniel

Morton Botel

Morton Botel was born April 8, 1925, in Philadelphia, Pennsylvania. He received his B.S. in 1945; M.S.in 1947; and Ed.D. (1951) from the University of Pennsylvania. He is a Democrat with Jewish beliefs. His office address is Graduate School of Education, University of Pennsylvania, 3700 Market Street, Room 821, Philadelphia, Pennsylvania, 19104.

He is a member of the International Reading Association, American Educational Research Association, National Education Association, National Council of Teachers of English, National Council of Teacher of Mathematics, Association for Supervision and Curriculum Development, Delaware Valley Reading Association (president, 1956-57), and Pennsylvania State Education Association.

Some of his writings include Predicting Readability Levels, How to Teach Reading, Parent Aid in Reading, Making Friends With Books, Botel Reading Inventory: Word Opposites, Word Recognition, Phonics Inventory, Spelling Placement Test, Botel Milestone Tests, Spelling and Writing Patterns, Important Words, Language Arts Phonics, Testwiseness Comprehension, and How To Study.

The work in progress is research on early acquisition of reading ability, holistic evaluation and adult basic literacy.

[Additional information: Contemporary Authors: Vol 105 p74]

Johnnye Girtmon

Jeanne Sternlicht Chall

Jeanne Chall was born in Poland, January 1, 1921. She married at the age of 25 to Leo P. Chall in 1946. In 1941, she graduated cum laude with her B.B.A. from the City College now known as the City College of the City University of New York. She recieved her M.A. in 1947, and her Ph.D. in 1952, from the Ohio State University.

Dr. Chall has had an extensive career in education. She started out in New York at the Columbia University, Institute of Psychological Research, as an assistant from 1943-1945, at the Ohio State University. From 1950-1954 she was an instructor of the City University of New York. She moved up from instructor to assistant professor of education in 1965. In 1965, she became a professor of education at Harvard.

Dr. Chall has been a member of many educational associations. Some of these include the: The International Reading Association, Board of Directors of The National Society for the Study of Education, and also a member of the Phi Lambda Thea, Beta Gamma Sigma, and Phi Delta Kappa.

Dr. Chall is known for her writing such as, Learning to Read: The Great Debate, McGraw, 1967; Toward a Literate Society, McGraw, 1975, and A Formula for Predicting Readability with Edgar Dale in 1948. In 1956, she developed the Roswell-Chall Diagnostic Reading Test of Word Analysis Skills along with Florence G. Roswell. She is one of the authors of Becoming a Nation of Readers! She served as Professor and Director of the Reading Laboratory of the Graduate School of Education at Harvard University, in Cambridge, MA.

Helen I.P. Smith

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DR. EDWARD WILLIAM DOLCH

Edward William Dolch was born in St. Louis, Missouri, on August 4, 1889. He received his Bachelor of Arts degree from Washington University in St. Louis in 1915, his Master of Arts degree from the University of Wisconsin in 1918, and his doctoral degree from the University of Illinois in 1925.

Dr. Dolch experienced a variety of responsibilities and locations during his early career. He was assistant professor of education at Iowa College, 1915-1917, at the University of Wisconsin in 1917-1918 and at Washington University in St. Louis during 1918-1919, and professor at the University of Illinois from 1919 until 1940. Dr. Dolch served on the staffs of Duke University, the University of Michigan, West Michigan College of Education, and San Diego State College from 1940 through 1946. He then worked with the N.E.A. and the Educational Research Association.

He is widely known for his work in educational research in the areas of reading and word meaning, psychology and the teaching of reading, and the teaching of primary reading and better spelling. Dr. Dolch authored a manual for remedial reading and other writings concerning his research findings.

Dr. Dolch is perhaps best remembered today for the Dolch Word List, a list of 220 basic words which he compiled in the 1920s as a list of the most used words, exclusive of nouns, in beginning reading books. This list is still a basic word list in teaching reading today.

Barbara P. Fuller

Dr. Roger Farr

Dr. Roger Farr is the chief author of the Metropolitan Achievement Test. He is a professor at the University of Indiana. He also served as past-president of The International Reading Association.

Dr. Farr believes that reading is comprehension. He defines reading as thought guided by printed symbols. He believes that reading is a means to an end and not the end itself.

Farr believes that children want to read about things that make sense to them and it is our job to make reading make sense to children. We need help children concentrate on why they are reading and what they are trying to find out. If a person is not comprehending, then that person is not reading. You are just pronouncing words, Farr said.

Farr believes that skills should be taught when they help someone understand a purpose and the best way to learn skills is by reading. If you can get a child to read, he/she will develop good skills because he/she is comprehending what is being read. Farr believes the more one reads the better his/her skills will become.

Farr believes that testing is a misused thing. The only reason one gives a comprehension test is to see if the child can read. He wishes to do away with grading because he feels that grading is labeling.

Although the media leads you to believe that education is failing, according to Farr, the National Assessment shows that this is the most literate population of all times.

Kenneth S. Goodman

Kenneth S. Goodman was born on December 23, 1927 in Chicago, Illinois. Goodman received both his A. B. (1949) and Ed.D. (1963) from the University of California, Los Angeles. His M. A. was obtained from the Los Angeles State College (currently known as California State University, Los Angeles).

Goodman began his career as a public school teacher in Los Angeles, California. He taught in this system from 1949 to 1953 and again from 1958 to 1960. He became a professor of elementary education from 1962 to 1975 at the University of Arizona, Tucson; in 1975 the title changed to professor of education. Currently, Goodman is professor of language, reading and culture at the University of Arizona.

He has served as past president of the Center for Expansion of Language and Thinking, past president of the International Reading Association and the National Conference on Research in English. Some of his professional memberships include: the American Educational Research Association, National Council of Teachers of English; he takes a leading role in the Center for Expansion of Language and Thinking and the Whole Language Umbrella.

Annotated Bibliography in Linguistics and the Teaching of Reading (compiled with his wife, Yetta M. Goodman), The Psycholinguistic Nature of the Reading Process, and Psycholinguistic and the Teaching of Reading, Language and Thinking in the Elem. are a few of his works. Goodman contributes to many professional journals. He has been referred to as the guru of whole language.

BIOGRAPHY

WILLIAM SCOTT GRAY

William S. Gray is considered to be the "Father of Reading Instruction." He contributed greatly to the field of reading. He was associated with the University of Chicago from his collegiate days in 1912 to being Professor Emeritus at the time of his death in 1960. He published almost 400 articles and books. He constructed the first widely used standardized test in reading in 1915. He developed diagnostic theory and remedial procedures in the 1920s. He produced the famous "Dick and Jane" basal readers for Scott Foresman beginning in 1930. He chaired committees that produced three influential yearbooks on reading for the National Society for the Study of Education in 1925, 1937, and 1948.

Gray pioneered work in the use of standardized reading tests, diagnostic theory, and remedial procedures. He promoted adult reading and content area reading as sub-specialties of reading. He served as the first president of the International Reading Association (established in 1956). The annual IRA Citation of Merit is named for Gray. He wrote the best seller of all UNESCO published books, The Teaching Of Reading And Writing. Gray and Bernice Rogers wrote Maturity in Reading in 1956. Gray believed there was always room for improvement in educational concepts, materials, and methods. He brought to the study of reading a seriousness of purpose.

It is in his reaching out for practical implications and for research needs that we find one of the major qualities of Gray's research and teaching--an open, inquiring mind. He firmly believed that there was always room for improvement in educational concepts, materials, and methods that are thorough and consistent. This is revealed in the patterns of his research.

Iona M. White

WALTER HAROLD MacGINITIE

A psychologist- born in Carmel, California, August 14, 1928. The son of George Eber and Nettie Lorene (Murray) MacGinitie. He received his BA. from the University of California, Los Angeles in 1949, his AM. At Stanford University in 1950, and his Ph.D. At Columbia University in 1960. On Sept. 2, 1950, he married Ruth Olive Kilpatrick. He is the father of two children- Mary Catherine and Laura Anne. Mr. MacGinitie was a teacher at Long Beach, California, Unified School District in 1950 and 1955-56. He was also a member of the faculty at Columbia University Teachers College in 1959, a professor of psychology and education in 1970, and a member of the research association at Lexington School of Deaf in N.Y.C. from 1963-69.

He served with the USAF from 1950-54. Mr. MacGinitie was a life member of the California P.T.A. , the Fellow American Psychology Association, the AAAS National Conference Research in English, American Research Association; International Reading Association- where he served as v.pres.-elect, 1974-75 , and a member of Sigma Xi. His professional interest is language and thought. He Co-authored: Gates -MacGinitie Reading Tests 1965-78; Psychological Foundations of Education, McGraw 1968. Editor of Assessment Problems in Reading, 1972; Co-editor: Verbal Behavior of the Deaf Child, 1969. The author of language development.

Encyclopedia of Educational Research, MacMillan, 4th edition, 1969; Language Comprehension including Psychology of the educational process, McGraw 1970.

His Home: 132 High St. Leonia, New Jersey 07605.

His Office: Box 140 Teachers College, Columbia University, New York City, New York 10027.

In the Journal of Reading, April 1993, he stated that the effectivity and accuracy of school assesments are limited by human judgment which is influenced by both random and systematic errors. Although assessment is an important part of teaching, it is subject to human frailties through assimilation and negativity bias. Decisions based on assessments should be considered tentative and reconsidered periodically.

EVELYN J. MELTON

Romalda Spalding

Mrs. Romalda Bishop Spalding, Honolulu's internationally acclaimed reading expert, was born in Santa Rosa, Honduras. After receiving a Bachelor of Arts degree from the University of Illinois in 1921, she taught in St. Louis, San Francisco, and New York. She furthered her education by attending a summer course at Harvard and later earning a master's degree from Teacher's College at Columbia University. For years she taught at a beautiful private school yet was frustrated by the failure of some of her first-grade students. Mrs. Spalding noticed that every year at least half of her students found learning to read so difficult that they hated to read. So she set out on a search for a scientific way to teach children to read and write.

Mrs. Spalding's search ended in New York City in 1938 with her introduction to the distinguished neurologist, Dr. Samuel T. Orton. A kindergarten student at the school where she was teaching persisted in writing his name backwards, starting from the lower right hand corner. The principal and superintendent agreed that Mrs. Spalding should tutor the boy under the supervision of Dr. Orton who developed a neurological basis for teaching reading and writing. For 2 1/2 years, Orton taught Spalding specific techniques for tutoring the boy. She discovered that the techniques worked well with the child having the most difficulty and prevented problems from developing in other children in her classes.

For 20 years, Mrs. Spalding gradually adapted Dr. Orton's tutoring method into a coherent language arts program. After World War II, Mr. and Mrs. Spalding moved to Honolulu where they conducted an experiment to evaluate her language arts program.

The impressive result inspired them to write a book, The Writing Road to Reading, which was published in 1957. The book has remained in print through four editions because of its documented success with poor children and minorities. In 1986, Mrs. Spalding established the Spalding Education Foundation, a non-profit organization, to assist in the worldwide promotion of her multisensory method of language arts instruction; the instruction of Certified Spalding Instructors; and the preservation of the purity of the Spalding method. The Foundation also serves as a resource for all materials and supplies for teaching the method.

Mrs. Spalding has been the recipient of many special honors, distinctions, and awards. She belonged to numerous professional and honorary organizations.

NEWBERY MEDAL BOOKS

YEAR	TITLE	AUTHOR	CALL NUMBE
1922	THE STORY OF MANKIND	Hendrik Van Loon	J 909 Van
1923	THE VOYAGES OF DOCTOR DOLITTLE	Hugh Lofting	JF Lof
1924	THE DARK FRIGATE	Charles Hawes	JF Haw
1925	TALES FROM SILVER LANDS	Charles Finger	J 398 Fin
1926	SHEN OF THE SEA	Arthur Chrisman	JF Chr
1927	SMOKY, THE COWHORSE	Will James	JF Jam
1928	GAY NECK, THE STORY OF A PIGEON	Dhan Mukerji	JF Muk
1929	THE TRUMPETER OF KRAKOW	Eric P. Kelly	JF Kel
1930	HITTY: HER FIRST HUNDRED YEARS	Rachel Field	JF Fie
1931	THE CAT WHO WENT TO HEAVEN	Elizabeth Coatsworth	JF Coa
1932	WATERLESS MOUNTAIN	Laura Adams Armer	JF Arm
1933	YOUNG FU OF THE UPPER YANGTZE	Elizabeth Foreman Lewis	JF Lew
1934	INVINCIBLE LOUISA: THE STORY OF THE AUTHOR OF "LITTLE WOMEN"	Cornelia Meigs	JB Alcott
1935	DOBRY	Monica Shannon	JF Sha
1936	CADDIE WOODLAWN	Carol Ryrie Brink	JF Bri
1937	ROLLER SKATES	Ruth Sawyer	JF Saw
1938	THE WHITE STAG	Kate Seredy	JF Ser
1939	THIMBLE SUMMER	Elizabeth Enright	JF Enr
1940	DANIEL BOONE	James Daugherty	JB Boone

1941	CALL IT COURAGE	Armstrong Sperry	JF Spe
1942	THE MATCHLOCK GUN	Walter D. Edmonds	JF Edm
1943	ADAM OF THE ROAD	Elizabeth Janet Gray	JF Gra
1944	JOHNNY TREMAIN	Esther Forbes	JF For
1945	RABBIT HILL	Robert Lawson	JF Law
1946	STRAWBERRY GIRL	Lois Lenski	JF Len
1947	MISS HICKORY	Carolyn Sherwin Bailey	JF Bai
1948	THE TWENTY-ONE BALLOONS	William Pene du Bois	JF Du B
1949	KING OF THE WIND	Marguerite Henry	JF Hen
1950	THE DOOR IN THE WALL	Marguerite de Angeli	JF De A
1951	AMOS FORTUNE, FREE MAN	Elizabeth Yates	JB Forun
1952	GINGER PYE	Eleanor Estes	JF Est
1953	SECRET OF THE ANDES	Anne Nolan Clark	JF Cla
1954	...AND NOW MIGUEL	Joseph Krumgold	JF Kru
1955	THE WHEEL ON THE SCHOOL	Meindert De Jong	JF De J
1956	CARRY ON, MR. BOWDITCH	Jean Lee Latham	JB Bow
1957	MIRACLES ON MAPLE HILL	Virginia Sorenson	JF Sor
1958	RIFLES FOR WATIE	Harold Keith	JF Kei
1959	THE WITCH OF BLACKBIRD POND	Elizabeth George Speare	JF Spe
1960	ONION JOHN	Joseph Krumgold	JF Kru
1961	ISLAND OF THE BLUE DOLPHINS	Scott O'Dell	JF O'De
1962	THE BRONZE BOW	Elizabeth George Speare	JF Spe
1963	A WRINKLE IN TIME	Madeline L'Engle	JF L'En

1986	SARAH, PLAIN AND TALL	Patricia MacLachlan	JF Mac
1987	THE WHIPPING BOY	Sid Fleischman	JF Fle
1988	LINCOLN: A PHOTOBIOGRAPHY	Russell Freedman	JB Lincoln
1989	JOYFUL NOISE: POEMS FOR TWO VOICES	Paul Fleischman	J 811.54 Fle
1990	NUMBER THE STARS	Lois Lowry	JF Low
1991	MANIAC MAGEE	Jerry Spinelli	YF Spi
1992	SHILOH	Phyllis Reynolds Naylor	JF Nay
1993	MISSING MAY	Cynthia Rylant	JF Ryl
1994	THE GIVER	Lois Lowry	YF Low
1995	WALK TWO MOONS	Sharon Creech	YF Cre

EVALUATION OF A READING TEACHER

Rating
5-Outstanding
4-Very Good
3-Average
2-Needs Improvement
1-Poor

A. Personal Qualifications					
1. Professional Dress					
2. Professional Demeanor					
3. Self Improvement					
4. Community Involvement					
B. Professional Qualifications					
1. Professional Organizations					
2. Inservice Training					
3. Communicative Skills					
4. Rapport with co-workers/superiors					
5. Leadership					
C. Classroom Management					
1. Organization					
2. Knowledge of Subject Matter					
3. Technology Usage					
4. Lesson Plans (long and short term)					
5. Adaptability					

Recommendations / Comments

Reading Tests

California Achievement Test, California Test Bureau, McGraw-Hill

Iowa Test of BasicSkills, Riverside Publishing Co.

Nelson-Denny Reading Test, Houghton-Mifflin Publishers

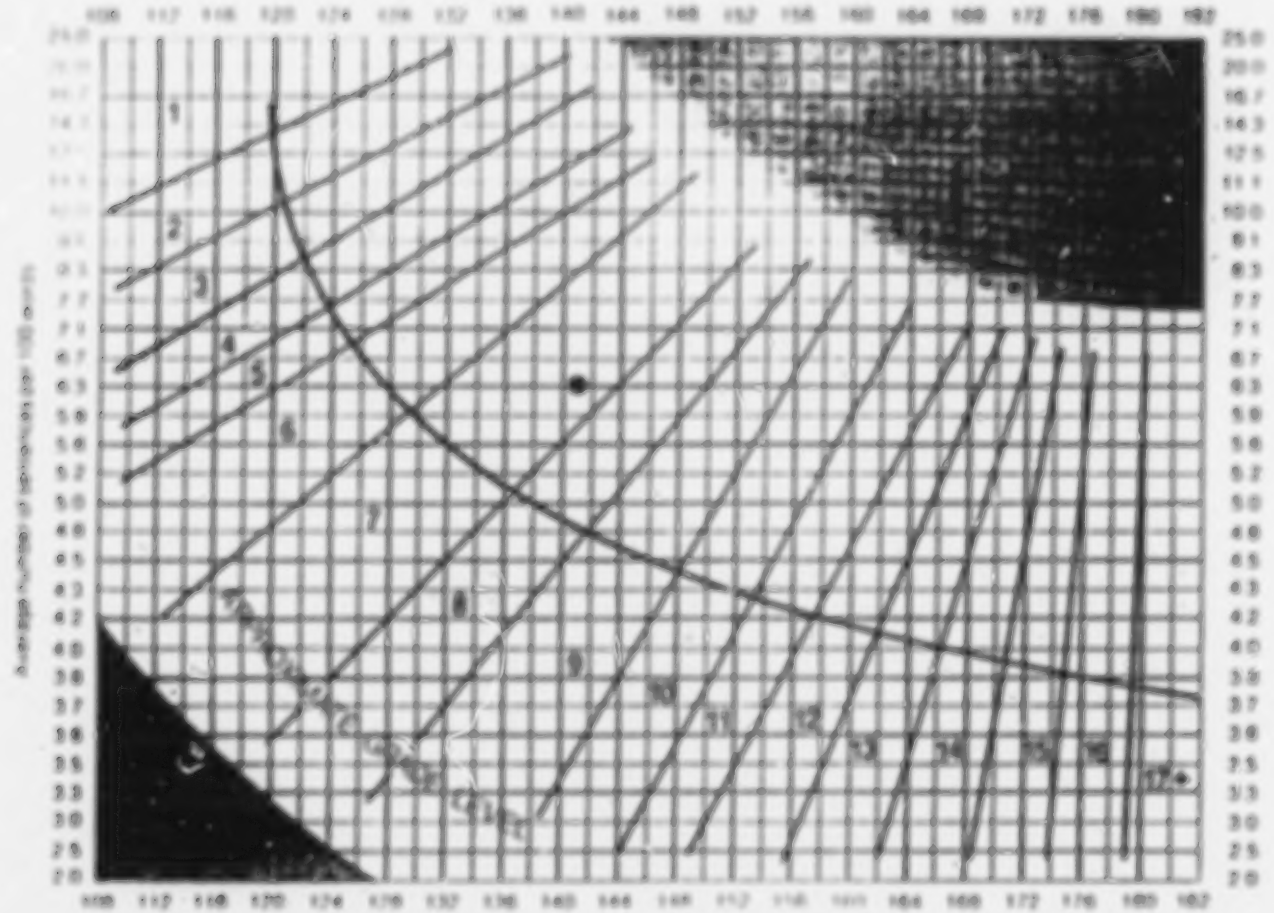
Gates-MacGinitie Reading Test, Riverside Publishing Co.

Metropolitan Achievement Test, Harcourt, Brace Publishers

Durrell Analysis of Reading Difficulties, Psychological Corporation, Harcourt, Brace

Spache Diagnositic Reading Test, CTB, McGraw-Hill

GRAPH FOH ESTIMATING READABILITY —EXTENDED



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Reading Research (Handbook Of)

Adolescent Literacy (Journal Of)

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Development Education (Journal Of)

Literacy: Issues & Practices

Educational Psychology (Journal Of)

Educational Research (Journal Of)

American Psychologist

American Educational Research Journal

Teaching Exceptional Children

Learning Disabilities (Journal Of)